

**Gr.
K**

✓ No prep or materials needed
✓ No busywork
✓ 10 full days of plans
✓ 120+ pages of activities

The background features several educational worksheets for kindergarten students. Visible titles include 'MATH-AN ISLAND VACATION', 'MATH-PLAN AN ISLAND VACATION!', 'SCIENCE: COMPARE AND CONTRAST PETS', 'WRITE ABOUT IT! TRAINING MY BRAIN', 'THE SCIENCE OF ISLANDS', 'READ ABOUT ISLANDS', 'MATH: COUNT AND COLOR', 'PETS: COMPARE AND CONTRAST PETS', 'PRACTICE', 'MONTH WINDSET', 'PAIN: DO THEY RHYME?', 'WORD PAIR: MY OWN RHYME', 'DO HARD THINGS AND THINK IN NEW WAYS', 'PETS: PALS', 'THE LADYBUG GAME', and 'JD BOB BOB'. The worksheets contain various activities such as coloring, tracing, writing, and simple math problems.

EMERGENCY SUB PLANS

for the entire year

by Angela Watson

TABLE OF CONTENTS

Page #	How to...
4	Use this resource
5	Set your students up for success
6	Set your substitute up for success
7	Make sure the day runs smoothly in your absence
8	Make sure the class stays on schedule
9	Get back on track quick when you return
Get started with making your sub plans	
10	Prepare for one upcoming absence
11	Create a "sub tub" for all future absences
12	FAQ
13	Terms of Use
Materials for the substitute	
14-15	<p>How to access sub form templates in editable form (Word Docs/Google Drive)</p> <ul style="list-style-type: none"> • Class Info • Sub Lesson Plans for the Day • Sub Report
Activities and Resource Info	
16	How the resources are organized and where to access them
17	List of all themes
18-19	Overview and Lesson Instructions for Theme 1: Islands Around the World
20-21	Overview and Lesson Instructions for Theme 2: Growth Mindset
22-23	Overview and Lesson Instructions for Theme 3: Pets
24-25	Overview and Lesson Instructions for Theme 4: Chocolate
26-27	Overview and Lesson Instructions for Theme 5: Sports
28-29	Overview and Lesson Instructions for Theme 6: Mysteries
30-31	Overview and Lesson Instructions for Theme 7: Art
32-33	Overview and Lesson Instructions for Theme 8: Character Traits
34-35	Overview and Lesson Instructions for Theme 9: Eating Healthy
36-37	Overview and Lesson Instructions for Theme 10: Space

OVERVIEW OF LESSON PLANS (ISLANDS THEME)

ABOUT THIS THEME & SKILLS

This theme is designed to help kids think of islands as landforms which can be found all over the world. Students will learn that there are different types of islands with different climates. The activities will guide students to move beyond stereotypes of islands as just warm, sunny places for tourists to visit. Key skills include nonfiction text comprehension, beginning sounds, counting, and addition.

STUDENT MATERIALS

- ✓ Class set of photocopies
- ✓ Pencils
- ✓ Crayons
- ✓ Scissors
- ✓ Glue/glue sticks

NOTES ABOUT PREPARATION

- **Feel free to leave out any pages that you feel would be too challenging for your class or that your sub wouldn't have time to complete**, given the other elements of your day (morning meeting, centers, independent reading, brain breaks, assemblies, etc.). These resources are designed so that you have more than enough things for students to do each day and can be selective. Cross out any images below of pages you decide not to photocopy for the sub.
- **The reading activity for this theme is relatively quick. If you do not have other things you want students to do during your reading block (centers, independent reading, etc.), have the sub move into either the writing, science, or social studies activity immediately afterward.** All three of those activities would work well in a reading block.
- **The writing activity asks students to choose an island they want to visit. You may want to place this activity midway through your school day** or at the end to ensure students have some background knowledge about different islands.
- **Be cautious about page 2 when making photocopies back to back** if you want students to do the cut/paste exercises. You could also have students draw in each item rather than cutting/gluing.
- **Have an extra copy of the student materials available for the sub.** It would be helpful (though not required) to give your sub access to a document projector so s/he can display each activity for the class and walk students through it.

READING

WRITING

MATH

READ ABOUT ISLANDS

Life in Hawaii

Read and write about life in Hawaii. Write the number of each island in the box.

Where is Hawaii? In the ocean In the sky

What is the weather like? Hot Cold

Life in Hawaii

Island is an island in the ocean. Island has beaches. It is a place to relax.

What is island? An island A boat

What is the weather like? Hot Cold

Put an island

Island is a place to relax. Draw an island in the box.

Write about islands

Write about islands in the box. Write the number of each island in the box.

island island
water water
boat boat
tree tree
bridge bridge
beach beach
shell shell
fish fish

Write about islands

Write about islands in the box. Write the number of each island in the box.

Write about islands

Write about islands in the box. Write the number of each island in the box.

Math: Islands

Count the islands. Write the number in the box.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

Math: Islands

Count the islands. Write the number in the box.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

Math: Islands

Count the islands. Write the number in the box.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

The Science of Islands

An island is a piece of land with water all around it.

There are many kinds of islands. Some are very hot. They have palm trees.

Islands can be cold, too. Some have snow. Some have icy water.

Land that has water on every side is called an island.

Islands can be in oceans.

Islands can be in oceans, too.

Islands can have people on them, or no people on them.

What is one place you can find an island?

Can people live on islands?

Write and draw to show what you know about islands.

Islands in the Bahamas

In the Bahamas, it is often hot. On sunny days, many children like to swim or play games outside.

Draw and write about what you know about islands.

Children in the Bahamas go to school. They learn how to read and write.

Draw and write about what your school is like.

Many houses in the Bahamas are close together in small villages. Houses are often painted bright colors. Pink, yellow, and blue are popular.

Draw and write about what your house and neighborhood look like.

Many people like to eat food made in the Bahamas. They cook a special food made from corn and fish. It is called conch salad.

Draw and write about what you like to eat.

SCIENCE

SOCIAL STUDIES

DIRECTIONS FOR “ISLANDS” LESSONS

Pass out copies of the activities to students. For each subject area throughout the day, read the directions (on the student handouts) aloud, and guide the class through each set of activities. The directions on students' papers are mostly self-explanatory, but please see the additional notes below.

READING

Students will learn about different types of islands. Read the text together and discuss the photographs. Guide students to respond to the questions in the text and write their answers. Afterward, explain how to complete the cut/paste beginning sound exercise.

WRITING

Students will write and draw about an island they would like to visit. If you have extra time, have volunteers share what they wrote with the class or with a friend.

MATH

Guide students through the first two pages of activities, reading each question aloud. The third page can be completed by students independently once you have explained the directions.

SCIENCE

Students will learn about where different types of islands are located. Read the text together and discuss the photographs. Guide students to respond to the questions in the text. They should use the final page to write and draw about it.

SOCIAL STUDIES

Read the text about life in the Bahamas aloud together. (Note that “conch” is pronounced “konk.”) Provide time for students to write and draw about their own lives in comparison. You could choose to read the entire text together, then release students to go back and write and draw in each section on their own.

OVERVIEW: GROWTH MINDSET LESSON PLANS

ABOUT THIS THEME & SKILLS

This theme is designed to help students think about growth mindset (the idea that intelligence is not a fixed trait from birth, and they can “train their brains” through practice to become smarter and improve skills that don’t come easily to them). Key skills include nonfiction text comprehension, sight word recognition, rhyming, counting, basic addition, and an introduction to simple timelines.

STUDENT MATERIALS

- ✓ Class set of photocopies
- ✓ Pencils
- ✓ Crayons
- ✓ Scissors
- ✓ Glue/glue sticks

NOTES ABOUT PREPARATION

- **Feel free to leave out any pages that you feel would be too challenging for your class or that your sub wouldn't have time to complete**, given the other elements of your day (morning meeting, centers, independent reading, brain breaks, assemblies, etc.). These resources are designed so that you have more than enough things for students to do each day and can be selective. **Check the math activities specifically** and pick just the ones that are appropriate for your class right now. Cross out any images below of pages you decide not to photocopy for the sub.
- **Have an extra copy of the student materials available for the sub.** It would be helpful (though not required) to give your sub access to a document projector so s/he can display each activity for the class and walk students through it.

READING

WRITING

READ ABOUT GROWTH MINDSET

Read the passage about growth mindset. Write the number 1-5 in the box next to each statement that you agree with. Circle the number 1-5 in the box next to each statement that you disagree with.

1	I can be smart.
2	I can learn to be smart.
3	I can learn to be smart through practice.
4	I can always know how to solve a problem.
5	I can always know how to solve a problem.

Draw a picture of something you have learned how to do.

I Have a Growth Mindset

Circle 1-5 to show how much you agree or disagree with each statement.

OK, I have a growth mindset, yes, I do.

OK, I have a growth mindset, yes, I do.

I will learn my brain to grow for learning things I do not know.

OK, I have a growth mindset, yes, I do.

OK, I don't know if yet, but I will.

OK, I don't know if yet, but I will.

I will learn my brain to grow for learning things I do not know.

OK, I don't know if yet, but I will.

I HAVE A GROWTH MINDSET

Read the passage about growth mindset. Write the number 1-5 in the box next to each statement that you agree with. Circle the number 1-5 in the box next to each statement that you disagree with.

Word Pairs

1	train	train	yes	no
2	yes	yes	yes	no
3	train	train	yes	no
4	yes	yes	yes	no
5	yes	yes	yes	no

My Own Rhyme

1	yes	yes
2	yes	yes
3	yes	yes

THE RECIPE

Read the passage about the recipe. Write the number 1-5 in the box next to each statement that you agree with. Circle the number 1-5 in the box next to each statement that you disagree with.

WRITE ABOUT IT: TRAINING MY BRAIN

Write about how you can train your brain. Write your answer in a bubble.

OK, I can grow it.

I can learn to grow it.

I KEEP TRYING WHEN THINGS ARE HARD

Write about how you keep trying when things are hard. Write your answer in a bubble.

OK, I can grow it.

I can learn to grow it.

MATH 1 (CAN GROW WITH PRACTICE)

Read the passage about growth mindset. Write the number 1-5 in the box next to each statement that you agree with. Circle the number 1-5 in the box next to each statement that you disagree with.

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15

MATH 2 (LEARN FROM MISTAKES)

Read the passage about growth mindset. Write the number 1-5 in the box next to each statement that you agree with. Circle the number 1-5 in the box next to each statement that you disagree with.

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15

MATH 3 (LEARN FROM MISTAKES)

Read the passage about growth mindset. Write the number 1-5 in the box next to each statement that you agree with. Circle the number 1-5 in the box next to each statement that you disagree with.

4
8
6
10
5
12

SCIENCE 1 (CAN BEHOLD THINGS AND THINK IN NEW WAYS)

Read the passage about growth mindset. Write the number 1-5 in the box next to each statement that you agree with. Circle the number 1-5 in the box next to each statement that you disagree with.

Word Pairs

1	yes	yes
2	yes	yes
3	yes	yes

My Own Rhyme

1	yes	yes
2	yes	yes
3	yes	yes

SCIENCE 2 (CAN DO HARD THINGS AND THINK IN NEW WAYS)

Read the passage about growth mindset. Write the number 1-5 in the box next to each statement that you agree with. Circle the number 1-5 in the box next to each statement that you disagree with.

My invention is _____

SCIENCE 3 (CAN LEARN WITH TIME)

Read the passage about growth mindset. Write the number 1-5 in the box next to each statement that you agree with. Circle the number 1-5 in the box next to each statement that you disagree with.

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15

MATH

SCIENCE

S.S.

DIRECTIONS FOR “GROWTH MINDSET” LESSONS

Pass out copies of the activities to students. For each subject area throughout the day, read the directions (on the student handouts) aloud, and guide the class through each set of activities. The directions on students’ papers are mostly self-explanatory, but please see the additional notes below.

READING

Instruct students on how to take the true/false quiz and read each statement aloud to them. Then, read and sing the poem on the second page together. Have students complete the activity around the poem on the third page. For the final activity, read aloud the story called “The Recital.” (Students do not have their own copies of this page.) Discuss the story and have students write/draw about it on the last page with the words “The Recital” at the top.

WRITING

Read the directions to students and talk about the concepts with them. What things are they good at? How did they become good at them? What can they do to improve in areas that are harder for them?

MATH

The first page is a timed math test in which students count the objects and write the corresponding numeral. The purpose is to show students how they become faster at something when they do it more than once. Explain to the class that they should try to solve as many problems on the left side of the page as they can when you say “go” and to stop when you say “stop.” Give the class just under a minute, and stop them when the majority of kids are close to being done. Then repeat the activity, perhaps giving a few extra seconds so the majority of the class is able to beat their own score. Talk about how they will get faster with counting the more they do it because they are training their brains. Guide students through the remaining activities together.

SCIENCE

Read the text aloud while students look at the photos. Talk about how the children shown did something hard and thought about problems in new and different ways. Brainstorm with the class some things that they might like to invent like the children they just read about. Then release students to write/draw about their inventions.

SOCIAL STUDIES

Read aloud the page called “Social Studies: I Can Learn Over Time” which is a story for students to listen to (they don’t have their own copies of the text). Talk about how the girl in the story learned to do new things each year as she got older. Then guide students to complete the timeline-style activity to reflect on how they are learning new things as they grow older, too. If a particular student isn’t 6 years old yet, have them use the final box which says “now” write something they just learned how to do recently. If they finish early and you have extra time, they can cut out the pieces and glue them on another paper in a line to create a timeline.

OVERVIEW OF LESSON PLANS (PETS THEME)

ABOUT THIS THEME & SKILLS

This theme is designed to help kids show respect and kindness to animals, specifically those kept as pets. Students will learn about different types of pets and think about how to care for them. Key skills include fiction comprehension, identifying characters/setting, writing to explain, counting and bar graphing, and comparing/contrasting.

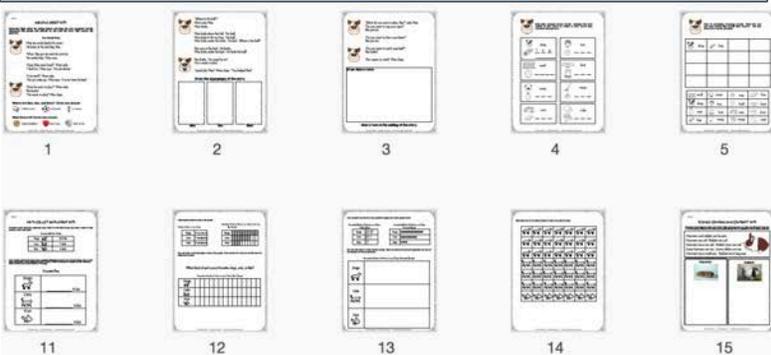
STUDENT MATERIALS

- ✓ Class set of photocopies
- ✓ Pencils
- ✓ Crayons
- ✓ Scissors
- ✓ Glue/glue sticks

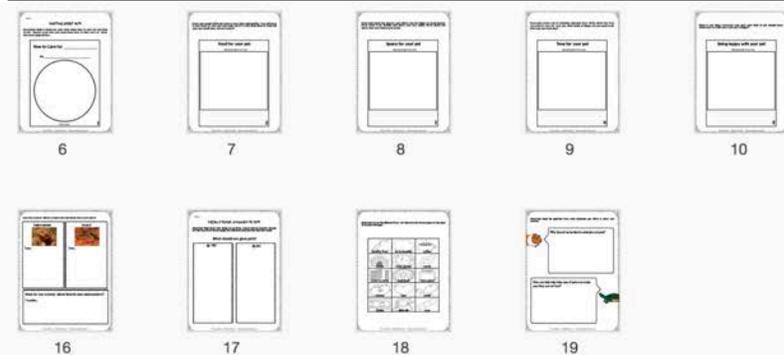
NOTES ABOUT PREPARATION

- **Feel free to leave out any pages that you feel would be too challenging for your class or that your sub wouldn't have time to complete**, given the other elements of your day (morning meeting, centers, independent reading, brain breaks, assemblies, etc.). These resources are designed so that you have more than enough things for students to do each day and can be selective. Cross out any images below of pages you decide not to photocopy for the sub.
- **Be cautious about making the photocopies back to back**, as there are 4 activities which include cutting/pasting. You could also have students write/draw in each item rather than cutting/gluing.
- **Have an extra copy of the student materials available for the sub.** It would be helpful (though not required) to give your sub access to a document projector so s/he can display each activity for the class and walk students through it.
- **The writing activity involves students making a book about caring for pets. To save paper and ink, you can have students complete this on their own blank paper** or in composition books if you'd like. Have the sub discuss with students what should be included in their books and write it on the board (or project the pages for the class to see).
- **If this is students' first exposure to graphing and data, the sub could skip the bar graph page.** The other activities are fine as an intro to this topic. Alternatively, have students complete the activity as a whole class, rather than giving each student their own paper. The sub can lead students through the activity and complete one graph together.

READING



WRITING



MATH

SCIENCE

SOCIAL STUDIES

DIRECTIONS FOR “PETS” LESSONS

Pass out copies of the activities to students. For each subject area throughout the day, read the directions (on the student handouts) aloud, and guide the class through each set of activities. The directions on students’ papers are mostly self-explanatory, but please see the additional notes below.

READING

Students should read the text of the story about Max aloud with you. Guide students to complete the activities.

WRITING

This is a good activity for students to return to through the day if they have extra time. Student volunteers can also read their books to the class, or allow students to pair up and read to one another.

MATH

This activity will be done completely as a guided whole class activity, except for the end when students are creating their picture graphs. You will poll the class to help them discover their favorite pet and then graph the data.

SCIENCE

Talk about the different pets shown. Guide students to observe their photos, and discuss what they see and wonder.

SOCIAL STUDIES

Talk about what pets need in order to be kept safe. Review the choices on the second page before releasing students to complete the activity on their own. If they have extra time, they can write/draw about it on the third page.

OVERVIEW OF LESSON PLANS (CHOCOLATE THEME)

ABOUT THIS THEME & SKILLS

This theme is designed to help kids explore key skills in all subject areas as they learn about a fun topic. Students will explore the life cycle of cocoa seeds, how chocolate is made, and the life and legacy of one of the most famous chocolate makers in the world, Milton Hershey. Key skills include nonfiction and biography comprehension, sequencing events, writing fiction, and number sense.

STUDENT MATERIALS

- ✓ Class set of photocopies
- ✓ Pencils
- ✓ Crayons
- ✓ Scissors
- ✓ Glue/glue sticks

NOTES ABOUT PREPARATION

- **Feel free to leave out any pages that you feel would be too challenging for your class or that your sub wouldn't have time to complete**, given the other elements of your day (morning meeting, centers, independent reading, brain breaks, assemblies, etc.). These resources are designed so that you have more than enough things for students to do each day and can be selective. Cross out any images below of pages you decide not to photocopy for the sub.
- **Be cautious about making the reading and science photocopies back to back**, as it will require cutting/pasting.
- **Have an extra copy of the student materials available for the sub.** It would be helpful (though not required) to give your sub access to a document projector so s/he can display each activity for the class and walk students through it.

READING		WRITING		MATH		
1	2	3	4	5	6	7
8	9	10	11	12	13	
MATH	SCIENCE		SOCIAL STUDIES			

DIRECTIONS FOR “CHOCOLATE” LESSONS

Pass out copies of the activities to students. For each subject area throughout the day, read the directions (on the student handouts) aloud, and guide the class through each set of activities. The directions on students' papers are mostly self-explanatory, but please see the additional notes below.

READING

Students will learn about how chocolate is made. Note the plant named “cacao” is pronounced “kuh-KOW” (rhyming with “how”) and is different from cocoa, which is produced when cacao beans are roasted at a high temperature. Pass out the half page of photos to each students, and have them begin by looking at the photos. What might be happening in each one? Read the text through one time while students listen and continue looking at their pictures. Then introduce the activity and have them cut out the photos. Read the text a second time, and stop after each section to have students paste the photos in the right place. If you have extra time, have students write or draw about what questions they would ask if they visited a chocolate factory.

WRITING

Review the directions with students to write a story about baking chocolate treats.

MATH

Complete the first page together. Introduce the activity on the second page to students and complete it together. Then release students to do the remaining activities on their own. (In case there is any confusion: Where it says “numeral” students should write the number (6 or 8) and for “number word” they should write the number out in word form, i.e. six or eight. On the ten frame they should color in 6 or 8 squares.

SCIENCE

Students will learn about the life cycle of the cacao (kuh-KOW) plant and how cacao is healthy for their bodies. Guide students to observe their photos, and discuss what they see and wonder.

SOCIAL STUDIES

Read the biography of Milton Hershey to students and introduce the activities. Encourage students to talk about their thinking.

OVERVIEW OF LESSON PLANS (SPORTS THEME)

ABOUT THIS THEME & SKILLS

This theme is designed to help kids explore key skills in all subject areas as they learn about a fun topic. Students will learn about their classmates' favorite sports, discover facts about famous athletes, and discover how scientific inventions have made sports safer to play. Key skills include fiction and nonfiction comprehension, narrative writing, writing to inform, and counting/bar graphing.

STUDENT MATERIALS

- ✓ Class set of photocopies
- ✓ Pencils
- ✓ Crayons
- ✓ Scissors
- ✓ Glue/glue sticks

NOTES ABOUT PREPARATION

- **Feel free to leave out any pages that you feel would be too challenging for your class or that your sub wouldn't have time to complete**, given the other elements of your day (morning meeting, centers, independent reading, brain breaks, assemblies, etc.). These resources are designed so that you have more than enough things for students to do each day and can be selective. Cross out any images below of pages you decide not to photocopy for the sub.
- **Be cautious about making the math photocopies back to back**, as there are an activity which includes cutting/pasting. You could also have students write/draw in each item rather than cutting/gluing.
- **Have an extra copy of the student materials available for the sub.** It would be helpful (though not required) to give your sub access to a document projector so s/he can display each activity for the class and walk students through it.
- **If this is students' first exposure to graphing and data, the sub could skip the bar graph page.** The other activities are fine as an intro to this topic. Alternatively, have students complete the activity as a whole class, rather than giving each student their own paper. The sub can lead students through the activity and complete one graph together.

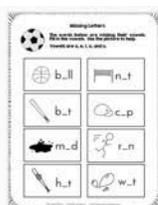
READING



1



2



3



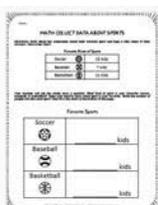
4



5



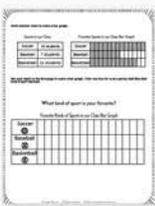
6



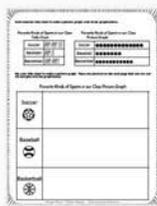
7

WRITING

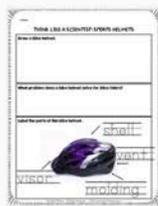
MATH



8



9



10



11



12



13

MATH

SCIENCE

SOCIAL STUDIES

DIRECTIONS FOR “SPORTS” LESSONS

Pass out copies of the activities to students. For each subject area throughout the day, read the directions (on the student handouts) aloud, and guide the class through each set of activities. The directions on students' papers are mostly self-explanatory, but please see the additional notes below.

READING

Students should read the text of the story about Mick aloud with you. Guide students to complete the activities.

WRITING

Students will write a narrative (fictional story) about a sports player with a problem. If you have extra time, students can read their stories to a partner or small group.

MATH

This activity will be done completely as a guided whole class activity, except for the end when students are creating their picture graphs. You will poll the class to help them discover their favorite sport and then graph the data.

SCIENCE

Talk about why sports players often need helmets and what purpose they serve. Ask if students have ever worn a bike helmet. How did it help? Were there any problems with the bike helmet (was it uncomfortable, did it fall off, did it get dented, etc.)? This will help prepare students to think about a better design for the helmet during the activity.

SOCIAL STUDIES

To help build background knowledge, read the two lengthier and more detailed biographies to students (from the page only you have a copy of) before having students read the simplified biographies on their papers. Students will then reflect on the athletes they've read about. Talk about it as a class.

OVERVIEW OF LESSON PLANS (MYSTERIES THEME)

ABOUT THIS THEME & SKILLS

This theme is designed to help kids explore key skills in all subject areas as they learn about a fun topic. Students will learn about a real-world unsolved mystery as well as fictional mysteries. They'll also use their detective skills to solve math puzzles, and refine their observation and critical thinking skills. Key content-area skills include nonfiction and fiction comprehension, narrative and informational writing, number sense, and operations.

STUDENT MATERIALS

- ✓ Class set of photocopies
- ✓ Pencils
- ✓ Crayons
- ✓ Scissors
- ✓ Glue/glue sticks

NOTES ABOUT PREPARATION

- **Feel free to leave out any pages that you feel would be too challenging for your class or that your sub wouldn't have time to complete**, given the other elements of your day (morning meeting, centers, independent reading, brain breaks, assemblies, etc.). These resources are designed so that you have more than enough things for students to do each day and can be selective. Cross out any images below of pages you decide not to photocopy for the sub.
- **Have an extra copy of the student materials available for the sub.** It would be helpful (though not required) to give your sub access to a document projector so s/he can display each activity for the class and walk students through it.

READING

READING: THE MYSTERY OF THE MISSING FEET

Worksheet: Read the mystery passage to students.

Read the passage about the missing feet. Use the clues to solve the mystery. Write your answer in the box.

1. Who was the first person to see the missing feet?

2. How did the missing feet disappear?

3. How did the missing feet get back?

4. How did the missing feet get back?

5. How did the missing feet get back?

6. How did the missing feet get back?

7. How did the missing feet get back?

8. How did the missing feet get back?

9. How did the missing feet get back?

10. How did the missing feet get back?

11. How did the missing feet get back?

12. How did the missing feet get back?

13. How did the missing feet get back?

WRITING

WRITING: THE CASE OF THE MISSING DISH

Worksheet: Write the case of the missing dish.

Write the case of the missing dish. Use the clues to solve the mystery. Write your answer in the box.

1. Who was the first person to see the missing dish?

2. How did the missing dish disappear?

3. How did the missing dish get back?

4. How did the missing dish get back?

5. How did the missing dish get back?

6. How did the missing dish get back?

7. How did the missing dish get back?

8. How did the missing dish get back?

9. How did the missing dish get back?

10. How did the missing dish get back?

11. How did the missing dish get back?

12. How did the missing dish get back?

13. How did the missing dish get back?

MATH

MATH: MYSTERY AND MATH

Worksheet: Solve the math problems.

Solve the math problems. Use the clues to solve the mystery. Write your answer in the box.

1. How many feet are there in 100 inches?

2. How many feet are there in 100 inches?

3. How many feet are there in 100 inches?

4. How many feet are there in 100 inches?

5. How many feet are there in 100 inches?

6. How many feet are there in 100 inches?

7. How many feet are there in 100 inches?

8. How many feet are there in 100 inches?

9. How many feet are there in 100 inches?

10. How many feet are there in 100 inches?

11. How many feet are there in 100 inches?

12. How many feet are there in 100 inches?

13. How many feet are there in 100 inches?

MATH

SCIENCE

SOCIAL STUDIES

DIRECTIONS FOR “MYSTERIES” LESSONS

Pass out copies of the activities to students. For each subject area throughout the day, read the directions (on the student handouts) aloud, and guide the class through each set of activities. The directions on students’ papers are mostly self-explanatory, but please see the additional notes below.

READING

Students should read the mystery with you. Guide students to complete the comprehension questions afterward. Then pass out the half sheet of “keys” to each student for them to glue on their papers for vocabulary practice.

WRITING

Read the text to students (they do not have a copy of the text themselves). Then guide students to write the ending to the story and solve the mystery. You may want to re-read the story before the kids write, and have them talk about it as a class or with a partner. There is no right answer! Students should use what they know about people’s and animal’s behavior along with the text of the story to predict the solution to the mystery.

MATH

Students will need crayons for the math activities. You may want to demonstrate for them how the white crayon should be pressed down hard to leave a lot of wax and create the “invisible” answer, while a gentle coloring over the white crayon with another color will “reveal” it.

SCIENCE

Students will be practicing their observation skills. Choose an object in the classroom together and go through the questions on the first page as a group. Guide students through the next activity on the following two pages.

SOCIAL STUDIES

Read with students about the mystery of the moai (pronounced “moe-eye”). Note that Rapa Nui (rap-ah-new-ee) is the name the people of the island gave to themselves (European explorers who arrived on Easter Sunday later called it Easter Island). Tell students that the Rapa Nui people believe the statues walked to their locations. Some scientists today think that “walking” the statues might be the most likely explanation for this mystery. The way the weight of the statues is distributed, they can be rocked side to side and slowly edged forward, much like you might move a tall heavy bookshelf.

OVERVIEW OF LESSON PLANS (ART THEME)

ABOUT THIS THEME & SKILLS

This theme is designed to help kids practice content area skills while learning about different types of art (performing arts, literary arts, applied arts, and visual arts). Students will learn about a famous artist, experiment with colors, and learn how crayons are made. Key skills include fiction & nonfiction text comprehension, creative writing, writing to inform, counting/recognizing shapes, and patterns.

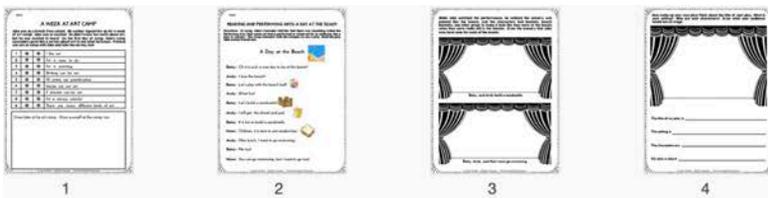
STUDENT MATERIALS

- ✓ Class set of photocopies
- ✓ Pencils
- ✓ Crayons
- ✓ Scissors (if cutting apart their books)

NOTES ABOUT PREPARATION

- **Feel free to leave out any pages that you feel would be too challenging for your class or that your sub wouldn't have time to complete**, given the other elements of your day (morning meeting, centers, independent reading, brain breaks, assemblies, etc.). These resources are designed so that you have more than enough things for students to do each day and can be selective. Cross out any images below of pages you decide not to photocopy for the sub.
- **The first page of the reading activity ("A week at art camp") is an introduction to the theme. Include it with the first lesson of the day, in whatever subject that might be.** Students can revisit it at the end of the day to reflect on their learning.
- **Be cautious about making the writing photocopies back to back, as students will be making a book about art.** They can cut their books apart and staple them together if the sub has the time/resources for that, but the value of the activity is in writing the pages so assembly isn't necessary. If you do want kids to assemble their books, don't make two sided copies: This will allow students to keep the pages in order, and add more text/drawings to the blank backs of the pages.
- **Have an extra copy of the student materials available for the sub.** It would be helpful (though not required) to give your sub access to a document projector so s/he can display each activity for the class and walk students through it.

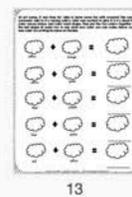
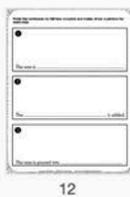
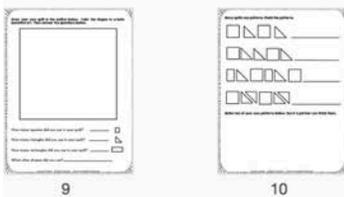
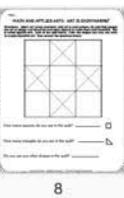
READING



WRITING



MATH



MATH

SCIENCE

SOCIAL STUDIES

DIRECTIONS FOR “ART” LESSONS

Pass out copies of the activities to students. For each subject area throughout the day, read the directions (on the student handouts) aloud, and guide the class through each set of activities. The directions on students’ papers are mostly self-explanatory, but please see the additional notes below.

READING

Start the day and introduce the art theme to students with the “A week at art camp” page. Read each statement out loud and have students respond by coloring in either the happy face (to show agreement) or non-smiley face to show disagreement. Then begin the reading activities called “A day at the beach.” Students should read the play aloud with you. If you’d like, read it multiple times for fluency/expression, and have students take turns playing the role of each person in the play (Team 1 can read in unison for Andy, Team 2 for Betsy, etc.). Then guide students to complete the activities.

WRITING

Students will write a book about art. They can cut their books apart and staple them together if you have time/resources for that, but the value of the activity is in writing the pages so the assembly isn’t necessary. If there is extra time, students can add more blank pages (or write/draw on the back of the photocopies if they aren’t two-sided).

MATH

Students will examine shapes and patterns in quilts. Read the directions aloud to students and guide them through the activities.

SCIENCE

Students will read about how crayons are made and experiment with making different colors. Read the text together and guide students through the activities.

SOCIAL STUDIES

Students will explore Piet Mondrian’s work and experiment with creating Mondrian-inspired art using lines and shapes. Read the story on the page to students. Show them the page you have called “Piet Mondrian’s Most Famous Style” so they can see more of his art and in larger detail. Then introduce the activities to students and have them follow the directions on each page.

OVERVIEW OF LESSON PLANS (CHARACTER TRAITS THEME)

ABOUT THIS THEME & SKILLS

This theme is designed to help kids develop good character as they practice content-area skills. They will learn about kindness, honesty, courage, generosity, and gratitude. They will also learn how being persistent and curious can help them become better scientists. Key skills include fiction and nonfiction comprehension, writing to inform, and addition and subtraction.

STUDENT MATERIALS

- ✓ Class set of photocopies
- ✓ Pencils
- ✓ Crayons
- ✓ Scissors
- ✓ Glue/glue sticks

NOTES ABOUT PREPARATION

- **Feel free to leave out any pages that you feel would be too challenging for your class or that your sub wouldn't have time to complete**, given the other elements of your day (morning meeting, centers, independent reading, brain breaks, assemblies, etc.). These resources are designed so that you have more than enough things for students to do each day and can be selective. Cross out any images below of pages you decide not to photocopy for the sub.
- **Decide if you want to make the reading photocopies back to back.** Students will be cutting those pages apart to make a mini book on character traits. You could make the copies double sided and the book would still make sense. However if you want students to write more on the back of each page (another example for each trait), make one sided copies.
- **If you have any books about people who showed good character, you can leave them out for your sub to read as a filler activity** (and to support an additional activity in these materials for reading).
- **Have an extra copy of the student materials available for the sub.** It would be helpful (though not required) to give your sub access to a document projector so s/he can display each activity for the class and walk students through it.
- **For the math activity, have the Scoot game cards cut apart for your sub in advance if possible** (this should take less than a minute for either of you to do, as you only need one set of cards for the whole class).

READING

WRITING

MATH

SCIENCE

SOCIAL STUDIES

DIRECTIONS FOR “CHARACTER TRAITS” LESSONS

Pass out copies of the activities to students. For each subject area throughout the day, read the directions (on the student handouts) aloud, and guide the class through each set of activities. The directions on students’ papers are mostly self-explanatory, but please see the additional notes below.

READING

Students will use their scissors to cut apart the pages and make a mini book about character traits. Read the text on the pages together before students begin. Discuss ideas for things students could write and draw to illustrate each page. If you have extra time, have students complete the final page for reading, in which they reflect on a person in a book who showed good character. You can also read a book to the class and have them fill out this page afterwards based on that book.

WRITING

Review the directions with students. They may want to talk with a partner or group about possible ways to finish the story and have their characters show good character. If students finish early, have them pair up with a friend to read the two endings they each wrote and discuss which ending shows the best choice.

MATH

For the math activity, make sure the Scoot game cards are cut apart (this should take less than a minute, as you only need one set of cards for the whole class). Detailed directions for playing the game are on a separate page.

SCIENCE

Read the first page together and talk about scientists being curious about the world and brave enough to look for answers to hard questions. Help them fill out the chart on the next page about something they wonder about. Then read the page with biographies of famous scientists while students look at the photos. Guide students to respond to the reflection questions.

SOCIAL STUDIES

Read the biographies of famous people who showed courage (students do not have a copy of this page). Show them the photos. Then review the directions for the activity and allow students to complete them while working alone or with a partner.

OVERVIEW OF LESSON PLANS (HEALTHY FOODS THEME)

ABOUT THIS THEME & SKILLS

This theme is designed to help kids learn about how to make healthy food choices. They will learn about the five food groups, and why it's important to eat a wide variety of fruits and vegetables. They'll also learn about healthy snacks from around the world. Key skills include fiction and nonfiction comprehension, number sense and word problems, sorting, and comparing/contrasting.

STUDENT MATERIALS

- ✓ Class set of photocopies
- ✓ Pencils
- ✓ Crayons
- ✓ Scissors
- ✓ Glue/glue sticks

NOTES ABOUT PREPARATION

- **Feel free to leave out any pages that you feel would be too challenging for your class or that your sub wouldn't have time to complete**, given the other elements of your day (morning meeting, centers, independent reading, brain breaks, assemblies, etc.). These resources are designed so that you have more than enough things for students to do each day and can be selective. Cross out any images below of pages you decide not to photocopy for the sub.
- **Be cautious about making the science photocopies back to back**, as students will need to cut up one of the pages. Alternatively, you could have students draw the foods in the chart instead of cutting out the images and pasting them.
- **Have an extra copy of the student materials available for the sub.** It would be helpful (though not required) to give your sub access to a document projector so s/he can display each activity for the class and walk students through it.

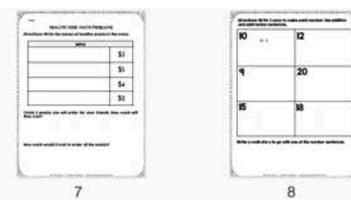
READING



WRITING



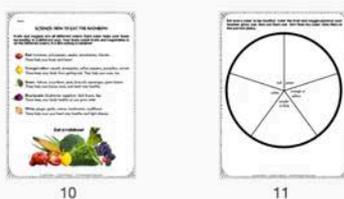
MATH



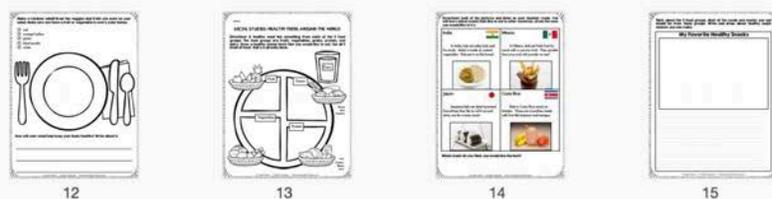
MATH



SCIENCE



SOCIAL STUDIES



DIRECTIONS FOR “HEALTHY FOODS” LESSONS

Pass out copies of the activities to students. For each subject area throughout the day, read the directions (on the student handouts) aloud, and guide the class through each set of activities. The directions on students’ papers are mostly self-explanatory, but please see the additional notes below.

READING

Students should read the text of the story about Lulu trying new healthy foods. Students can write and/or draw in response to the comprehension questions afterward.

WRITING

Review the information about the 5 food groups on the first page and have students write about healthy foods they like. Then have students cut out the pictures of foods on the next page and sort them into the chart by healthy/unhealthy. Allow students to independently complete the writing activity on the last page, or talk with a partner about it as they write.

MATH

Review the directions with students. They may want to work in partners or groups.

SCIENCE

Read aloud to students as they learn about why it’s important to “eat the rainbow” (different colors of fruits and vegetables). Pass out the pictures of fruits/veggies to students and have them identify and color them. They should then sort them by color on their papers. Then guide students to complete the final activity.

SOCIAL STUDIES

Students will learn about healthy school lunches and snacks from around the world. Read and complete the activities together.

OVERVIEW OF LESSON PLANS (SPACE THEME)

ABOUT THIS THEME & SKILLS

This theme is designed to help kids learn basic facts about space and the planets while practicing content area skills. Students will learn about famous astronauts, as well as what makes our planet unique and why it's important to take care of Earth. Key skills include nonfiction comprehension, syllables, making words, narrative writing, addition, word problems, counting backwards, and map/geography skills.

STUDENT MATERIALS

- ✓ Class set of photocopies
- ✓ Pencils
- ✓ Crayons

NOTES ABOUT PREPARATION

- **Feel free to leave out any pages that you feel would be too challenging for your class or that your sub wouldn't have time to complete**, given the other elements of your day (morning meeting, centers, independent reading, brain breaks, assemblies, etc.). These resources are designed so that you have more than enough things for students to do each day and can be selective. Cross out any images below of pages you decide not to photocopy for the sub.
- **Have an extra copy of the student materials available for the sub.** It would be helpful (though not required) to give your sub access to a document projector so s/he can display each activity for the class and walk students through it.

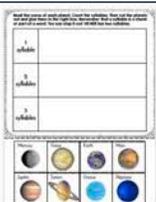
READING



1



2

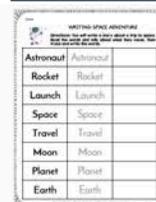


3



4

WRITING

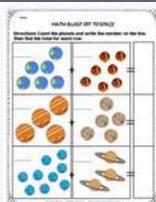


5

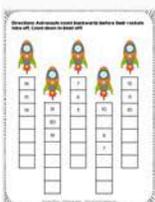


6

MATH



7



8



9



10



11



12



13



14

MATH

SCIENCE

SOCIAL STUDIES

DIRECTIONS FOR “SPACE” LESSONS

Pass out copies of the activities to students. For each subject area throughout the day, read the directions (on the student handouts) aloud, and guide the class through each set of activities. The directions on students’ papers are mostly self-explanatory, but please see the additional notes below.

READING

Read the text about space aloud to students. This will provide an overview of key themes students will learn about space today. Guide students to complete the activities.

WRITING

Students will write and draw about their own fictional story about a space adventure. Some vocabulary words are provided, but you may want to brainstorm additional words students might like to include in their writing and put them on the board for student reference.

MATH

Students can complete these space-themed review activities alone or with a partner.

SCIENCE

Read the text with students to learn about what makes Earth special. Ensure students understanding the writing prompts and release them to complete the writing alone or while talking to a partner.

SOCIAL STUDIES

Read about the astronauts to students while they look at the photos on their page. Guide students through the map activity. Read the final writing prompt to them before releasing them to complete the activity on their own.

Name _____

READ ABOUT ISLANDS

Life in Hawaii



Hawaii is an island. It is in the ocean.
Hawaii has beaches. It is often hot.

Where is Hawaii?

- In the ocean
- In the lake

What is the weather like?

- Hot
- Cold

Life in Iceland



Iceland is an island. It is in the ocean.
Iceland has beaches. It is often cold.

What is Iceland?

- An island
- An ocean

What is the weather like?

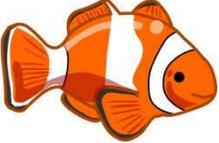
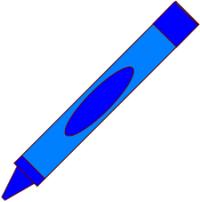
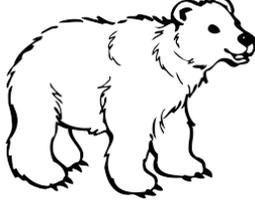
- Hot
- Cold

Pick an Island

I want to visit

because -----

Directions: Look at the letters below. Say the name of each picture of things from an island. Then cut out the pictures from the bottom of the page. Match them to the beginning sounds at the top of the page.

Cc 	Ff 	Bb 	Tt 
			
			
			

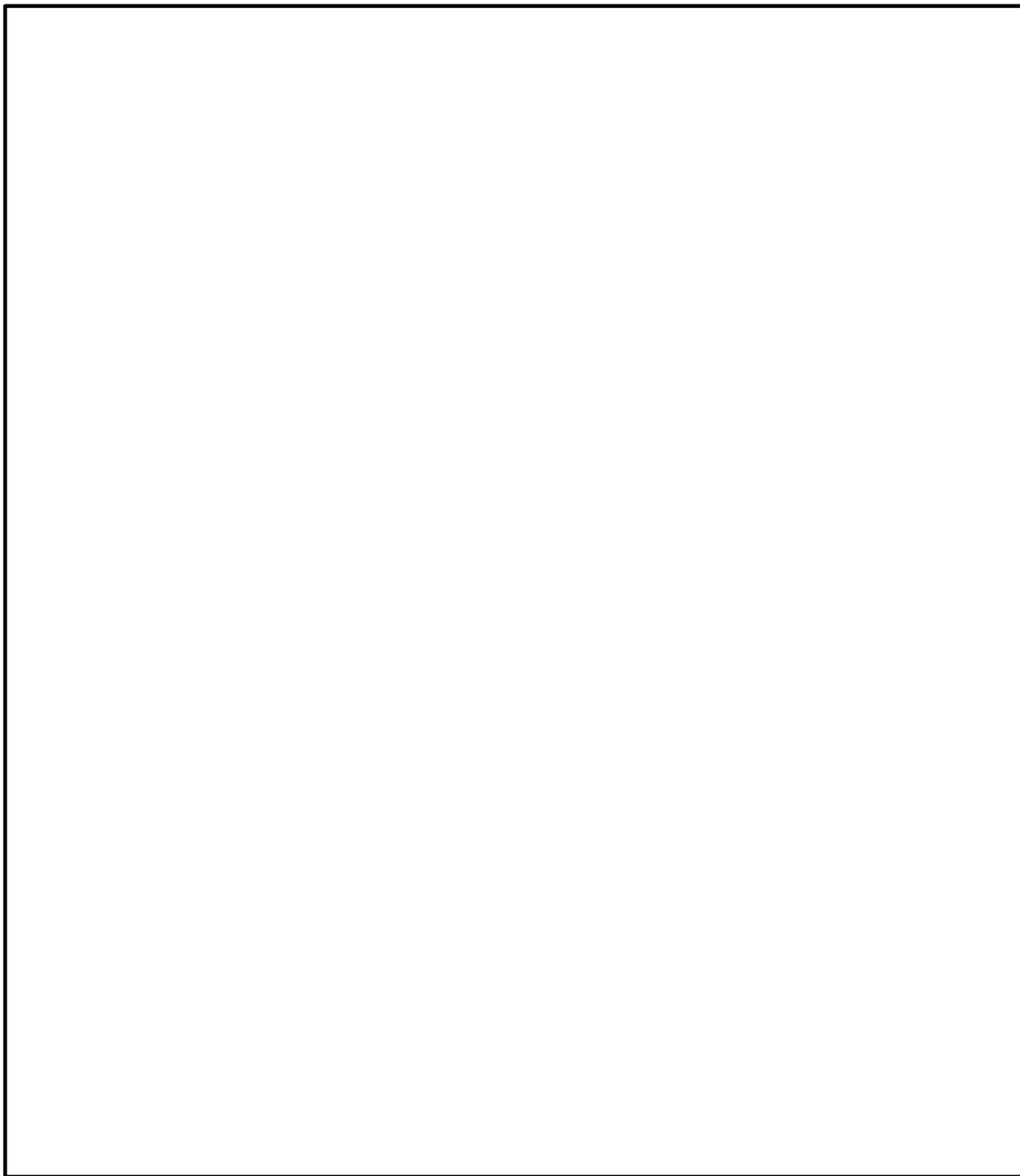
Name _____

WRITE ABOUT ISLANDS

Directions: Trace and write the words about island life

Read	Trace	Write
island	island	
water	water	
boat	boat	
tree	tree	
bridge	bridge	
beach	beach	
shell	shell	
fish	fish	

Pick an island you learned about. Draw a picture of you visiting it. Label things in your picture with words.



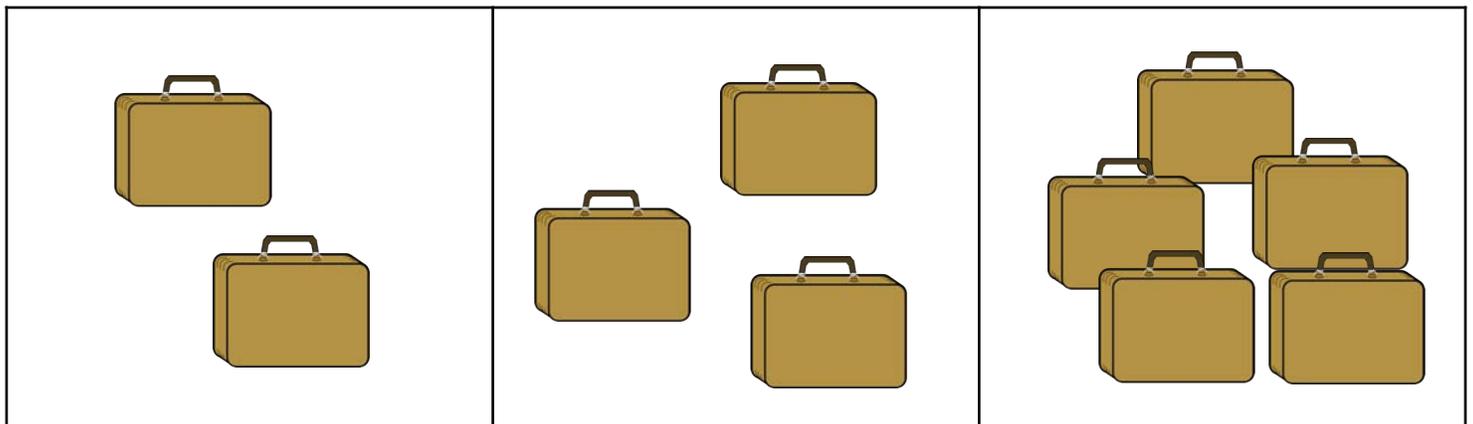
Name _____

MATH: AN ISLAND VACATION



Directions: You are going on vacation to an island! Listen to the directions to get ready for your trip.

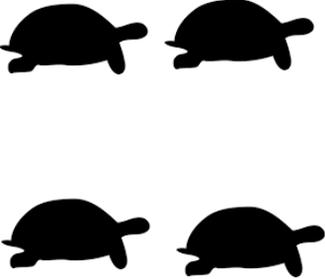
You need 3 suitcases. Circle the box with three suitcases.

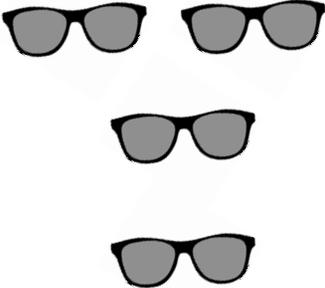
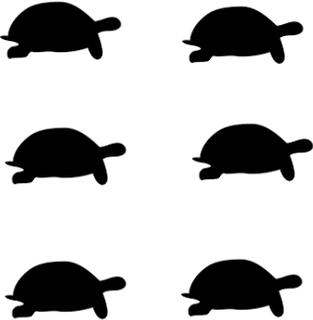


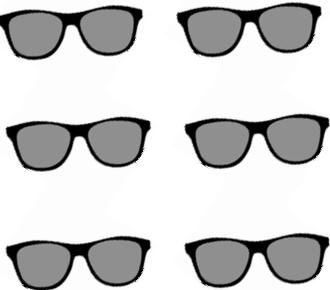
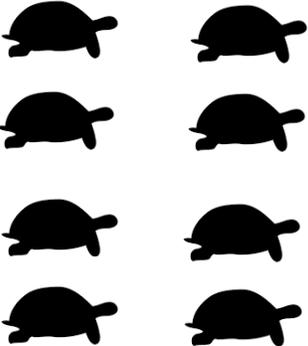
You need 2 swimsuits. Your mom needs 2 swimsuits. Draw a picture to show how many swimsuits in all.

You have 5 books in your room. You bring 3 books on the trip. How many are left? Draw a picture to show the answer.

Count the sunglasses and turtles. Write the number next to each picture. Circle which one has more in the row.

			
--	--	--	--

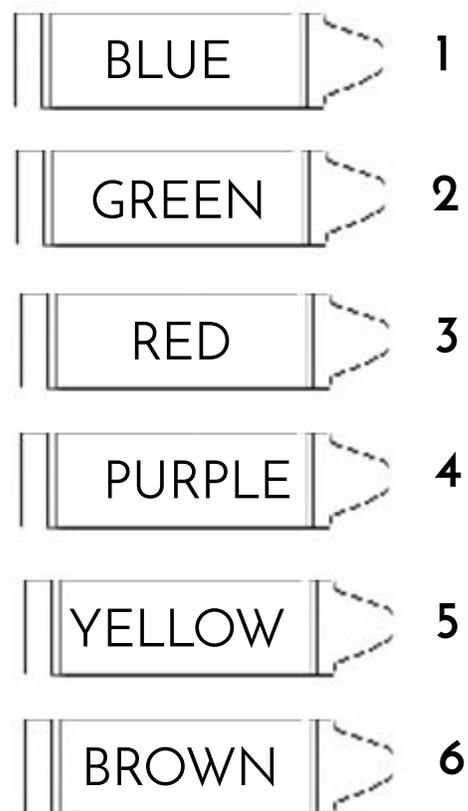
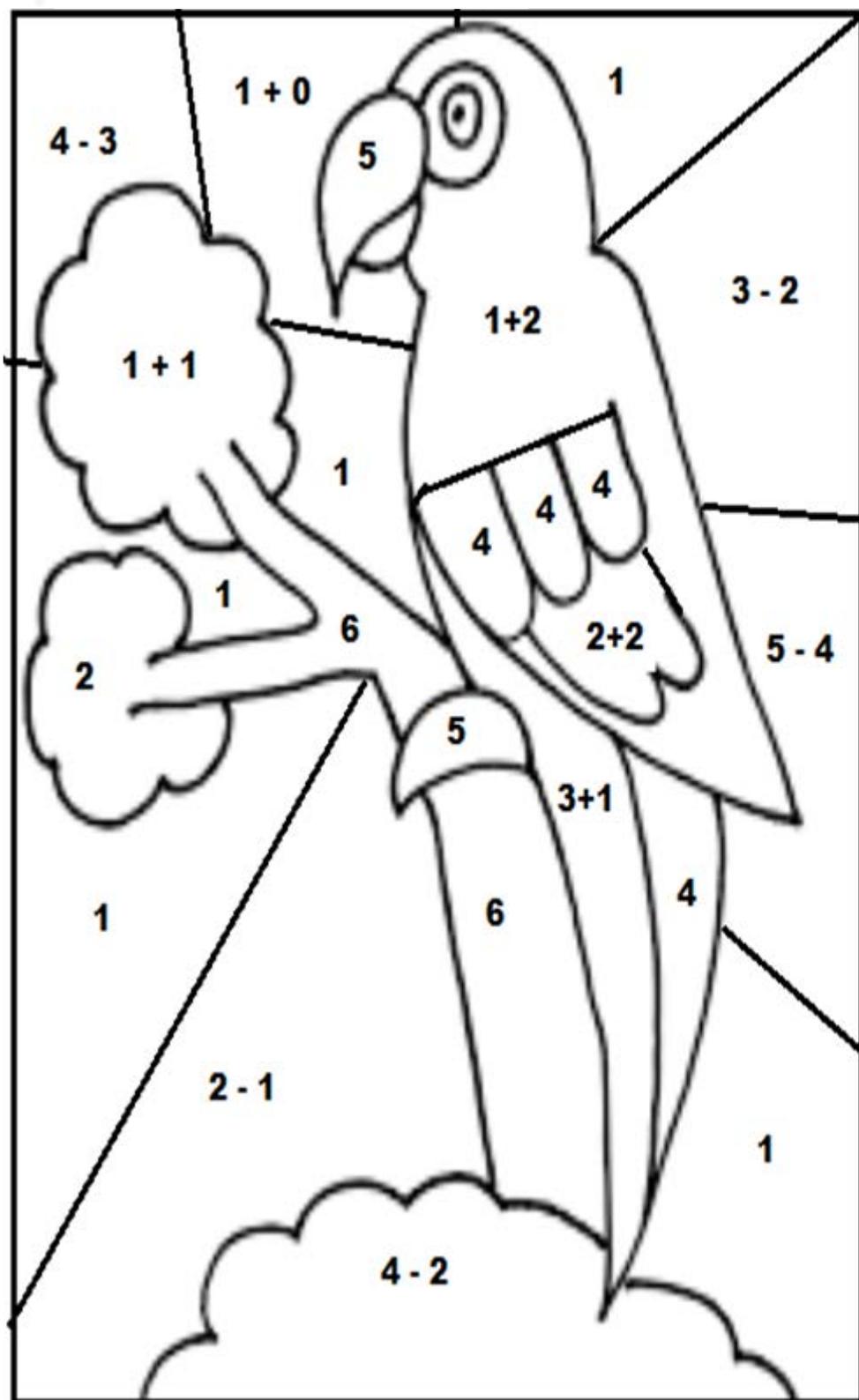
			
---	--	---	--

			
--	--	--	--

You find 4 shells on the beach. Your dad finds 1 shell. Draw a picture to show how many shells you have altogether.

Directions: Look for the numbers. Solve the problems.

Match the numbers to the colors to color the picture.



Name _____

THE SCIENCE OF ISLANDS

An **island** is a piece of land with water all around it.



There are many kinds of islands. Some are very hot. They have palm trees.

Islands can be cold, too. Some have snow. Some have icy water.



Land that has water on every side is called an:

Islands can be in **oceans**.



Islands can be in **ivers**, too.

Islands can have people on them, or no people on them.



What is one place you can find an island?

Can people live on islands? -----

Write and draw to show what you know about islands.



Name _____

SOCIAL STUDIES: LIFE ON PARADISE ISLAND

In the Bahamas, it is often hot. On sunny days, many children like to swim or play games outside.



**Draw and write about
what your friends
like to do.**

Children in the Bahamas go to school. They learn how to read and write.



Draw and write about what your school is like.

Many houses in the Bahamas are close together in small villages. Houses are often painted bright colors. Pink, yellow, and blue are popular.



Draw and write about what your house and neighborhood look like.

Many people like to eat fried conch in the Bahamas. They cook a snail that lives inside the conch shell. It tastes a little like chicken.



Draw and write about what you like to eat.



BUT WAIT! THERE'S MORE...

I'm **Angela Watson**, the creator of this resource. I'm a National Board Certified Teacher with a masters degree in Curriculum and Instruction, and have 11 years of classroom teaching experience and over a decade of experience as an instructional coach. I currently work as a Productivity and Mindset Specialist in the area of educational consulting. In practical terms, this means I author books, design curriculum, and provide professional development services. Everything I do is centered on sharing more effective, efficient, and enjoyable ways of teaching and learning!

I founded my website ([TruthforTeachers.com](https://www.truthforteachers.com)) in 2003 to connect with other educators. You can now find thousands of ad-free articles and resources there from me and our K-12 teacher-writer's collective.

Check out my other resources below:

PODCAST

COURSES

BOOKS

IN-PERSON PD

CURRICULUM

40 HOUR
WORKWEEK

Stay in touch and get new resources sent to you automatically via email!
I send a personal, uplifting message every Sunday night to over 95,000 educators.

GET THE FREE WEEKLY EMAIL

— ANGELA WATSON'S —
truth for
teachers

